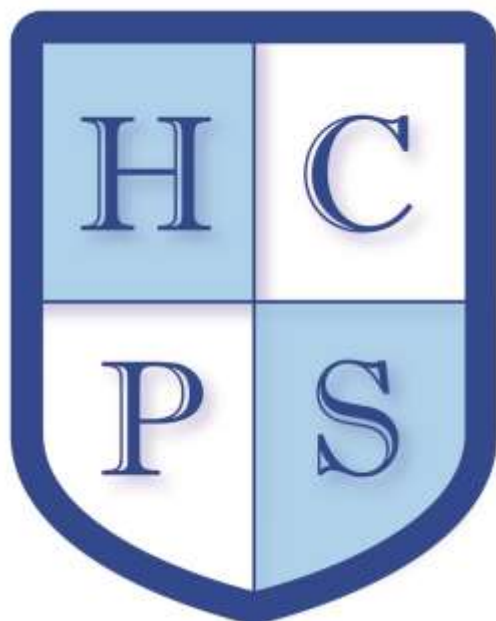


Hunslet Carr Primary School



SEND

**High Expectations
Caring
Positive Attitudes
Successful**

Policy reviewed: March 2023

To be reviewed: March 2025

High Expectations, Caring, Positive Attitudes, Successful



The office blocks of Leeds are visible from our classrooms and it is our belief and desire that children from Hunslet Carr Primary School should be able to grow up and be successful within their own city. We want our children to aspire to be the lawyers, doctors and professionals that work in our city every day and to give them experiences to inspire their self-belief.

The key to ensuring our children succeed, both while pupils at the school and in the future, is having a caring stimulating and stable environment in which to enjoy their early years. We work hard to ensure the school allows our pupils to grow in to happy, caring members of the community.



What does Impossible is Nothing means to us?

Impossible is Nothing means you can achieve anything when you are resilient and you persevere.

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SEND Policy for Hunslet Carr Primary School

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015
- Ofsted Section 5 Inspection Framework Sept 2019
- Ofsted SEN Review 2010 "A Statement is not enough" Equality Act 2010
- Children and Families Act 2014.

Policy Links

This Policy links to other school policies:

- Behaviour
- Safeguarding and Child Protection Policy
- Complaints
- Hunslet Carr's SEN Offer
- Leeds Local SEN Offer -
<http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>
- Admissions Policy.

Inclusion Statement

At Hunslet Carr Primary School we endeavour to achieve maximum inclusion of all children whilst meeting their individual needs.

Teachers provide differentiated learning opportunities for all the children within quality first teaching and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the broadest school curriculum for the longest time possible.

Special Educational Need or Disability might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision.

We focus on individual progress as the main indicator of success.

We make a clear distinction between "underachievement" and special educational needs or Disability. It is possible for children to 'underachieve' but they will not necessarily have a special educational need.

Where this is the case, we will identify this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

Other children will have special educational needs or a disability and this may lead to lower-attainment. It is our responsibility to ensure that these children have the maximum opportunity to attain and make progress in line with their peers.

Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these children. These will be provided, initially, through differentiated activities within quality first teaching and from there we will use a graduated response to ensure we are meeting the child's needs.

Aims and Objectives of this Policy

The aims of our policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from children, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet children's needs, through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others" (National Curriculum, 2014).

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this SEN Policy to the Special Educational Needs and Disability Coordinator (SENDCo).

The SENDCo is responsible for reporting to the head teacher and governor with responsibility for SEND on the ongoing effectiveness of this policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs or disabilities. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name of and contact details of our SENDCo are:

Donna Bedlow SENCo – School Office 0113 271 3804

The name of and contact details of our SEN Governor are:

Clare Davidson – School Office 0113 271 3804

SEND Information Report

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The kinds of Special Educational Needs or Disability which are provided for in our school at present are:

- Speech and Language difficulties
- Social, Emotional and Mental Health difficulties
- Autistic Spectrum Conditions
- Hearing Impairments
- Visual Impairments
- Moderate Learning Difficulties
- Specific Learning Difficulties (e.g. Dyslexia).
- Physical Disabilities
- Specific Medical Needs.

However, as an inclusive school we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed.

In admitting children with special educational needs or a disability we would expect to have informative discussions with both the child's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a child with special educational needs through the school's devolved Notional SEN budget.

Thereafter we are aware of the process of applying for High Needs Funding if the child's needs meet criteria and the school's needs make that a necessity.

In agreeing our graduated approach, the school has taken into account the following statements and definitions:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’

(Ofsted, 2006a)

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.”

SEN Code Of Practice (2015 : Para 1.24)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2015

Provision for SEN

At Hunslet Carr Primary School we use the Graduated Approach and the Assess, Plan, Do, Review cycle. We identify provision in ‘Waves’.

Wave of Support Provision/Assessment/Review

Wave 1 (QFT)

All children access Quality First Teaching. Teachers differentiate work to meet the needs of all children. Wave 1 is evidenced on teachers’ planning and this is evaluated each week and adapted as necessary. This provision is reviewed and discussed at termly SEN and Pupil Progress Meetings and review meetings. Areas for CPD are identified and arranged as appropriate.

Wave 2 (Targeted Support)

Wave 2 is targeted small-group intervention. The children should be identified at Pupil Progress Meetings and the intervention should be planned accordingly to meet their needs.

This may be catch-up programs for children working just below age-related expectations, 'same day' intervention for children who have not met outcomes for a particular lesson or vocabulary groups for children who need speech and language support.

Our Universal Teaching Assistants also deliver Wave 2 support in the form of small-group work. The impact of an intervention is reviewed at Pupil Progress Meetings and next steps are planned. Not all children working at Wave 2 will be on the SEN register however some children on the SEN register could access Wave 2 support. Wave 2 provision is evidenced on a whole school provision map.

Wave 3 (Specialist Support)

Wave 3 is used when children are making insufficient progress at Wave 1 and 2 and/or when outside agencies are involved. It is highly individualised.

Staff work in consultation with the child, parents, SENCo and relevant agencies to set individual targets using B Squared assessment materials. Targets are monitored for evidence of achievement and updated when required. Children with Wave 3 support also have a Pupil Passport that details the child's strengths and difficulties. Wave 3 provision is evidenced on a whole school provision map.

Education Health Care Plan (EHCP)

An Education Health Care Plan is for children and young people (0-25yrs) who will have a substantial, and often sustained, educational need.

These plans are for children with very complex needs who will either require specialist support for a considerable amount of time in a mainstream or specialist setting. EHCP provision is evidenced on a school provision map. There is a statutory requirement to review EHCPs every 6 months for pre-school children and annually for school age children.

The school has a robust approach to supporting children who require social and emotional provision, such as:

- Lunchtime pastoral groups – to support unstructured time
- Behaviour policy and whole school reward system
- Inclusion team support
- Play and Art Psychotherapists – to support children with SEMH difficulties
- Restorative Learning (On-site Alternative Provision)
- Family support from inclusion team/The South Cluster.

We aim to promote positive mental health through:

- The You, Me and PSHE curriculum supported with Mindmate materials
- Assemblies
- Circle Time
- A Growth Mindset approach
- Parental support
- Small group intervention.

If a teacher or staff member is concerned about the mental health of a child or parent/carer they should record these concerns on CPOMs.

Identification and Assessment

A child will be offered additional support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all children in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2015.

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, Speech and Language assessment, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements (Cycle of planning, action and review)
- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services.
- Maintaining a provision map for all learners which clearly identifies pupils receiving additional SEN Support from the school's notional budget or in receipt of High Needs Top-Up funding. Provision maps are updated termly through meetings between the teachers and SENCo
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a child's needs. It may include a bilingual assessment where English is not the first language
- With parental consent involving an external agency where it is suspected that a special educational need is significant.

Evaluation

The monitoring and evaluation of the effectiveness of our provision for learners is carried out in the following ways:

- Classroom observation by the senior leadership team or SENCo
- Ongoing assessment of progress made by intervention groups
- Work sampling and scrutiny of planning
- Half termly meetings with SENCo and Assistant Head Teachers
- Weekly Inclusion meetings with Headteacher and Inclusion Team
- Informal feedback from all staff
- Pupil Progress Meetings
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring targets, evaluating children's progress.
- Attendance records
- Regular meetings about children's progress between the SENCo and the Headteacher
- Headteacher's report to parents and governors
- SENCo's annual report to governors.

Monitoring

Depending upon the wave of support as outlined above, the progress of our children will be assessed and reviewed through:

- The school's processes for tracking the progress of all children
- The school's use of B Squared assessment information
- The school's use of the Developmental Journal in EYFS
- Termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each child)
- At least termly evaluation of whether a child in receipt of High Needs Funding and/or with Education Health and Care Plans is meeting their individual targets which have been written to address their underlying special educational need
- Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2015).

We do everything we can to ensure that children of all abilities and needs are fully included in the life of the school. Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing children and providing an entirely different activity.

Our deployment of additional staffing and resources funded from our Notional Inclusion Budget, ensures that all curriculum experiences are available to all children in the school (e.g. educational visits, extra-curricular activities). This is in compliance with the Equality Act 2010.

All lesson planning seeks to address the learning needs of every child in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. Children are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Children are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

Roles and Responsibilities

The Special Educational Needs and Disability Coordinator will:

- In line with the recommendations in the SEN Code of Practice 2015, oversee the day- to-day operation of this policy
- Coordinate provision for children with SEND
- Liaise with the relevant designated teacher where a child looked after has SEND
- Advise on a graduated approach to providing SEND Support
- Advise on the deployment of the school's delegated budget and other resources to meet childrens' needs effectively
- Liaise with parents of children with SEND
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies.
- Liaise with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and school governors so that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all children with SEND up to date
- Regularly attend local network meetings.

The Headteacher will:

- Be responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn
- Delegate the day to day implementation of this policy to the Special Educational Needs and Disability Coordinator (SENDCo)
- Be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map

- regular meetings with the SENDCo
- discussions and consultations with pupils and parents as appropriate.
- Ensure that in accordance with Section 6 of the SEN Code of Practice 2015, if appointed after September 2008, our SENDCo will be a qualified teacher working at our school and will have statutory accreditation.
- Ensure that all staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process
- Ensure that appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

The Class teacher will:

Liaise with the SENCo to agree :

- which children in the class are vulnerable learners
- which children are underachieving and need to have their additional interventions monitored on the a provision map – but do not have special educational needs.
- which children (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN register. Some of these children may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans).

Secure good provision/outcomes for all groups of vulnerable learners by :

- providing differentiated teaching and learning opportunities
- ensuring there is adequate opportunity for children with special educational needs or a disability to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies” (SEN Code of Practice 2015)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners
- monitoring progress.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents to play an active role in their child's education
- Making parents and carers feel welcome
- Termly SEND Newsletters
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs or a disability, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Leeds SEND Information and Advice Support Service available as part of the Local Offer.

Involvement of Pupils

We recognise that all children have the right to be involved in making decisions and exercising choice. In lessons, children reflect on their learning and respond to teachers' marking and feedback in order to improve their work or address errors and misconceptions. We endeavour to fully involve all children by encouraging them to:

- State their views about their learning and identify their own needs
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and set new targets.

Partnership with Outside Agencies

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care. We seek to respond quickly to need and work closely with other agencies including:

- Targeted Services Lead
- CAMHS and SENSAP
- Educational Psychology Service
- SENIT and Leeds SEND Information Advice Service
- Sensory Impairment team
- Local NHS services and Multi-agency safeguarding hub.

In accordance with the SEND Code of practice 2015, we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For children with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc.).

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCo or Designated Teacher for CLA, but in some cases it can be another member of staff who we have identified as a key worker.

Transition

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure early and timely planning for transfer to a child's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all children in receipt of Additional SEND support and all those with statements of Special Educational Needs. Children with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at review convened by the plan coordinator.

Support for the children in coming to terms with moving on will be carefully planned and will include familiarisation visits. Children will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Children and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.

Admissions

For admissions information please see:

https://www.hunsletcarr.co.uk/uploads/2/0/2/6/20260333/admissions_policy_2018-20__1_.pdf

Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCo, then, if unresolved, by the Headteacher.

The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general complaints procedure (see separate Complaints Policy

Links with other services:

Effective working links will also be maintained with:

Complex Needs Team

<http://www.leeds.gov.uk/residents/Pages/Welcome-to-Leeds-City-Council-complex-needs-service.aspx>

Contact number: 0113 395 1039

Educational Psychology Service

<http://www.leeds.gov.uk/residents/Pages/Educational-psychology.aspx>

Contact number : 0113 395 1176

Social Services

<http://www.leeds.gov.uk/residents/Pages/Children-Social-Work-Services.aspx>

Contact number : 0113 222 4403

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

<http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer>